

APPENDIX 6.1 Family Preparation Form

Dear family:

You will soon be meeting with the rest of the team to discuss ways we can help you and your child. During the meeting, you and the other members of the team will

1. Discuss any overall questions or concerns you have.
2. Talk about what your child's day is like.
3. Choose outcomes to work on.
4. Plan who will work on these outcomes and when.

This form will help you prepare for the meeting. You may want to look over it to see the types of information that will be useful. If you think it would help to have this information written down, complete as much of the form as you have time for. If your child is in a center-based program, the center staff is preparing similar information.

The goal of the meeting is to talk about each *routine*—each different part of your child's day. The staff team members will ask questions and make suggestions as we discuss these routines. The meeting will be very flexible—its purpose is to talk about the things that are most important to *you*.

Your ideas are very important. If you have any suggestions or questions about the meeting, please share them with the rest of the team.

Please bring this form with you to the planning meeting.

Family Concerns and Routines

- I. What are your *main concerns*? Think about questions, difficulties, or needs for both your *child* and your *family* as a whole.

- II. What are the main routines of your family's weekday?

- | | |
|---|--|
| <input type="checkbox"/> dressing | <input type="checkbox"/> nap |
| <input type="checkbox"/> breakfast | <input type="checkbox"/> watching TV |
| <input type="checkbox"/> leaving the house | <input type="checkbox"/> preparing meals |
| <input type="checkbox"/> household chores | <input type="checkbox"/> evening meal |
| <input type="checkbox"/> yard work | <input type="checkbox"/> bath |
| <input type="checkbox"/> lunch | <input type="checkbox"/> bedtime routine |
| <input type="checkbox"/> hanging out | |
| <input type="checkbox"/> other routines _____ | |

(continued)

McWilliam, R.A. (1992). *Family-centered intervention planning: A routines-based approach*. Tucson, AZ: Communication Skill Builders.

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APPENDIX 6.1 Family Preparation Form *(continued)*

What other events occur fairly regularly or during the weekend?

- | | |
|--|--|
| <input type="checkbox"/> grocery shopping | <input type="checkbox"/> visitors to the house |
| <input type="checkbox"/> going to the mall | <input type="checkbox"/> doctor's visits |
| <input type="checkbox"/> visiting relatives or friends | <input type="checkbox"/> using public transportation |
| <input type="checkbox"/> going to the park | <input type="checkbox"/> going to the library |
| <input type="checkbox"/> religious services | |
| <input type="checkbox"/> other routines _____ | |

Family Routines Information

For each routine you've checked, think about the following questions:

- What do you do during this routine?
- What does your child do during this routine?
- How does your child affect this routine?
- How satisfied are you with this routine?

Don't write answers to these questions if you don't want to. You might just use them to guide your thoughts about each routine. Use the space below each routine for any notes that will help you discuss the routine during the team meeting.

When you discuss center or school routines with the staff, you might ask:

- *What does my child usually do during the routine?*
- *How well does my child fit into the routine?*
- *What specific strengths or needs does my child have in this routine?*

Routine:

Routine:

Routine:

(continued)